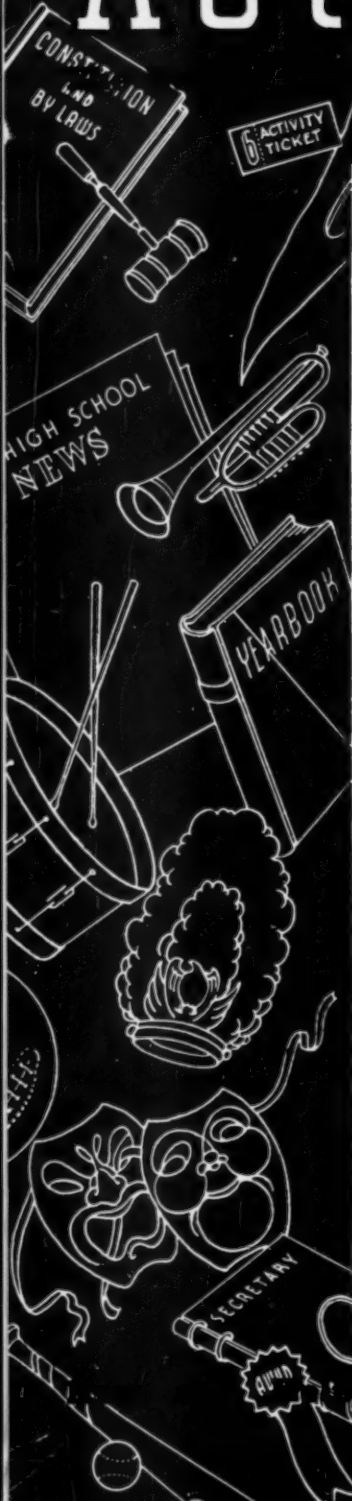


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# School Activities

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February, 1954

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# *As the Editor Sees It*



The National Education Association says that not one of the 48 states expects to have enough elementary teachers in the next three years and that 22 states expect their supply of secondary teachers to fall short. It estimates that this year 71,589 persons who do not meet full certification requirements will be teaching.

Our nation has been doing more for education than ever before, but it has not been doing enough—not enough in recognizing teaching as a profession deserving of a profession's salary schedule.

In many communities, following a school party, a large proportion of the students go to some club, dance hall, supper hall, supper club, or other outside setting and continue with their fun, unhampered by school regulations or sponsors.

Most schools ignore these "parties after parties," holding that these are not their responsibilities. Some schools attempt to discourage them with talk. And some more sensibly arrange such interesting and attractive parties that these after-affairs will not be necessary.

Last fall, in the interest of increasing the membership of the Texas Association of Student Councils, the Pampa council published and distributed over the state an attractive little pamphlet under the title WHY A STUDENT COUNCIL.

The theme of the booklet is STUDENT COUNCILS ARE WORTHWHILE. Among other things it includes evaluative statements by such national figures as the Vice-President, the Secretary of State, and the Speaker of the House of Representatives, as well as the Governor of Texas, and several well-known educators.

We are certain that this project will have very beneficial results. Congratulations, John Teed, and the Pampa Student Council!

Undoubtedly, due to the appearance of wide screens in motion picture theaters, many a school will be urged to provide such for its auditorium. And, just as undoubtedly, many a student council will be urged or authorized to promote such a provision.

Our humble suggestion is that—at least for

the present—no council shoulder such a responsibility. The idea is too new, too expensive, not yet of established value, and contains too many "bugs" to be worked out.

"College basketball is doomed at Madison Square Garden because there isn't a top flight varsity quintet in New York," writes a sports columnist. A sign of health! The "Madison Square Garden" complex—whether in a large city or in a small town—is a disease that gnaws at the vitals of educationally justifiable basketball.

The other day we saw another example of stupid "discussion leading" by a "leader" who did practically all of the "discussing" himself. He advanced and met the arguments (the few that were raised), he gave the illustrations, he criticized the points of view, etc. He didn't run the show, he WAS the show. And it was a poor performance to say the least. As might be expected, the discouraged members of the group soon withdrew into their shells and let him orate. That period was wasted.

A while back during a high school assembly at Chatham, New Jersey, we listened with amazement as the entire school, under the direction of the music teacher, sang Malotte's "The Lord's Prayer." Previously we had enjoyed this song many times when it was rendered by all kinds of soloists and groups, both professional and high-class amateur, but we had never heard it sung by a high school assembly. It was beautiful. And the general atmosphere was most reverent. We need more of this type of music in our assemblies.

Although school people are cautious about allowing outsiders to assist with activities, they are considerably less so in allowing outsiders to promote competition for various kinds of prizes and awards.

Because the motives of these promoters range all the way from very high and unselfish to very low and selfish, school folks should evaluate each proposal most carefully. This is not merely a right or privilege—it is an obligation.



*"The Honor system in a high school recognizes the fact that high school society is based upon trust in and respect for one's fellow students."*

## Our Students Can Be Trusted

**T**HERE IS NO REASON why students cannot be trusted to participate in any school activity without a guard. Distrust breeds distrust in man's relation with his fellow man. Students are conscious of supervisory distrust and resent it. Because of it, they create situations, often deliberately, contrary to democratic practices in order to circumvent it and defeat attempts to control them."<sup>1</sup>

Most people are basically honest, in spite of considerable evidence to the contrary. Our whole society is based on the concept that man has confidence in his fellow men. This confidence is evident in such matters as accepting a personal check, or permitting a customer to eat an expensive meal without requiring payment in advance. Of course, the cynic will immediately tell us that if a man writes a bad check he can be punished and if a diner refuses to pay for his meal, a policeman will soon be at his side to assist in collecting payment. Nevertheless, most people are honest at heart and will justify the confidence which others place in them.

There are literally thousands of examples of how this mutual trust in one another helps to make our country a reasonably comfortable place to live in and how it makes possible the stagger-

GERALD M. VAN POOL  
*Director of Student Activities*  
*National Association of Secondary*  
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Washington, D. C.

ing amount of credit business and commerce carried on daily.

Unfortunately, most schools are so set up that the recognition of honesty, basic in most people, is too seldom in evidence. In most schools it appears that the faculty and students are playing some grim game of "cops and robbers." Students are watched all day and all through the school; they are watched in classes to see that no one speaks to anyone else; they are watched in auditorium to make certain that there is no disturbance. They are especially watched during examinations to make sure that no one snitches a glimpse at another paper and that no word passes between any of those participating. It is, indeed, a grim game, especially in a so-called modern high school and among people thought to be educated and somewhat enlightened. It is a game which, by the way, the students are going to win.

No faculty in any school, no matter how vigilant, can watch effectively every movement of every student every moment of a school day. A student doesn't have to be especially clever to "pull" something if he really wants to. And some want to.

"Under these 'forced' conditions, students will cheat in order to show that it can be done in spite of 'guards'; they will 'misbehave' in order to annoy the supervisors. They will mar the school building in spite of hall teachers and disobey hall rules in order to show their independence."<sup>2</sup> Further, constant vigilance on the part of adult supervisors gives, not unreasonably, the impression that students are not to be trusted; that they will do something wrong unless they are watched ever so carefully. The occasions on which students do those very things about which the faculty has been warning and for which they have been on the alert appear, to

<sup>1</sup> Flaum, Laurence S., *The Activity High School* (New York, Harper and Brothers, \$4.50), page 131

### Our Cover

The upper picture shows a total of 271 Junior Red Cross boxes which were filled by students of the Lawrence, Kansas, Junior High School. The enrollment of the school is slightly under 800 students. However, a contest between members of two seventh grade home rooms was responsible for more than a third of the total number. Less fortunate children will benefit by this project. See story on page 208 of this issue of *School Activities Magazine*.

The lower picture was contributed by the Enid, Oklahoma, Junior High School. It shows a part of the cast that presented the St. Valentine's assembly program. This school has promoted excellent dramatic productions and assembly programs. Such activities are quite valuable in achieving school spirit, student interest and participation, and practical experience and training.

<sup>2</sup> Ibid. Page 131

them, to be ample justification for constant and vigilant surveillance.

It seems to me that we might show a little more faith in our young people and give them more of an opportunity to display the honesty and sense of fairness which is inherent in most of us. Perhaps there are some who think that this approach is naive and a sure road to disaster, if not downright anarchy, in the school.

There are still many among us who believe that the only way to run a school is to maintain an eagle-eyed watch on everyone and inflict dire punishment on any who step out of line. I am for trying a different approach; I am in favor of setting up some kind of system through which we put students on their honor to act in the interests of the school and in their own interests as well.

Perhaps I *am* naive; perhaps there will be such an uproar over a proposal to institute some kind of honor system in the school that I shall have to backtrack. Nevertheless, I am willing to try. I would start with an honor study hall.

Many schools have had an honor study hall and some claim phenomenal success for it. Others, I regret to say, have been less than successful and have had to disband the scheme and put teachers back on guard duty. In spite of failures and disappointments I believe that, with *proper orientation* of the student body, a full, complete, and sympathetic understanding of the philosophy behind the proposal by both faculty and students, and an administration willing to back up its faith in young people by deeds as well as words, an honor study hall can work.

I would consult with student leaders, especially those in the student council, concerning such a project and would ask them to respond honestly and fairly to questions on the practice of honesty among their fellow students. I do not doubt for a moment that some student leaders would be skeptical if not downright antagonistic but that there might be enough of them with faith in their fellow students to give the plan a "whirl."

In addition to conferences with students, I would certainly call in members of the faculty for another frank discussion of the project. I would ask representatives of the P.T.A. and other local civic and service groups about a plan to run part of the school on the premise that people are basically honest. (No radical departure from generally accepted school procedure, by the way, should be introduced unless the public is in-

formed. Much misunderstanding by the general public concerning school programs is due to the fact that the public does not understand what is going on.)

It would be necessary to have discussions in the home rooms and in assembly on the question of honor study hall. It would be wise to spell out the disadvantages of such a plan as well as the obvious advantages. It should be shown, for example, that the following difficulties may arise:

1. An atmosphere of snobbishness may be created among those in the honor study hall;
2. There may be some difficulty in securing students to perform some routine tasks such as taking roll;
3. Some parents may be antagonized if their students are not admitted to the special study hall;
4. There might be a feeling of resentment among those students not in this special room;
5. For one reason or another, the plan might fail, and thus give a serious set-back to the honor system in that school.

At the same time, some of the advantages ought to be pointed out, among them being:

1. Assistance in developing a sense of personal responsibility;
2. More freedom than is possible in regular study hall;
3. Recognition of good citizenship;
4. Recognition of basic traits of honesty and sense of honor;
5. Assistance to school by freeing a teacher for other work.

There are many more advantages and disadvantages, all of which should be discussed; it may be that during a debate or simple discussion new reasons will be discovered and new techniques proposed. It must be remembered that such a system as this will not and cannot work unless it has been thoroughly debated by everyone in the school whom the system would affect. The same principles that are involved in the organization of a new student council are just as important here.

Everyone must have an opportunity to present his views; the process must not be hurried; ample time must be given for the idea to be discussed thoroughly, formally and informally. When all has been done that can be done, then a vote should be taken. If the results are overwhelmingly in favor of such a plan, then go

ahead. If the plan wins by only a small majority, it is doubtful that it should be put into effect, at least at the present time.

A few principles seem to be fairly standard for most schools setting up an honor study hall.

1. Students should not be assigned to the honor study hall but should request admission to it. The student council could set up an Honor Study Hall Committee to administer this new activity.

2. Students do the necessary work in this room, taking roll, issuing passes, and checking out books, etc.

3. One student ought to be in charge with power to recommend the removal of an uncooperative student or referring him to student council.

a. The student council has no disciplinary powers, but may counsel with the student thus referred and attempt to encourage him to justify the faith the school had in him by permitting the study hall to be set up.

4. It should be considered a real honor to be a member of the study hall.

a. Nothing should be done to suggest that these students are receiving any special favors, are not "teachers' pets."

5. It might be well for all students admitted to the honor study hall to subscribe to a Code of Ethics and agree to abide by its provisions.

In starting an honor study hall there will be many among both the faculty and student body who will be openly scornful and cynical; there are many people outside of schools, also, who do not have enough faith in human nature to believe that people really can be trusted and that most people are willing and anxious to prove to their fellow men that they deserve the trust put upon them.

"The honor system in a high school recognizes the fact that high school society is based upon trust in and respect for one's fellow students. All democratic conduct is based upon them." There are many high schools across the nation that evidently believe this and have organized an honor study hall. A few of them are:

	Enrollment
New Trier Township High School, Winnetka, Illinois .....	2600
West High School, Waterloo, Iowa .....	690
Norview High School, Norfolk, Virginia .....	1283
George Washington High School, Danville, Virginia .....	1033

3 Ibid. Page 133

Concordia High School, Seward, Nebraska .....	285
Johnson High School, St. Paul, Minnesota .....	876
Roosevelt High School, Minneapolis, Minnesota .....	1844
Concord High School, Concord, Massachusetts ..	437
Foxcroft School, Middleburg, Virginia .....	106
Academy of Our Lady, Peoria, Illinois .....	400
Channing High School, Channing, Michigan .....	65
Bosse High School, Evansville, Indiana .....	1600
Ellis College School, Newtown Square, Pennsylvania .....	150
McGehee High School, McGehee, Arkansas .....	285
Lake Preston Public School, Lake Preston, South Dakota .....	102
Shawnee Mission High School, Merriam, Kansas .....	1198
Bloomfield Junior High School, Bloomfield, New Jersey .....	1400
Mountain Lake High School, Mountain Lake, Minnesota .....	375
Curry High School, Greensboro, North Carolina .....	125
Dover High School, Dover, Ohio .....	830
Lamar Consolidated High School, Lamar, Texas .....	399
Hobbs High School, Hobbs, New Mexico .....	498

There are more—many more in which it can be assumed that the honor study hall is working. These schools, and many more like them, are placing part of the responsibility for a student's actions upon the student himself, allowing him the freedom to help in his own development. A great increase in the number of schools which thus contribute to their students' moral and ethical development is greatly to be desired. Our students *can* be trusted!

## The Homeroom Period

ALBERT M. LERCH

*Director of Guidance*

*Northampton Area Joint High School  
Northampton, Pennsylvania*

"I dread the homeroom period." "Why can't we dispense with it." "It's nothing but a study period." "I would rather teach a class that period." "My students hate it." "It's unpopular in our school." "What can we do to make it more interesting?" "Our school is dropping it, thank heavens."

The above are typical comments of teachers not only in my school but teachers from other schools whom I met at summer school or at conferences.

Many schools have set aside a regular period each week from 15 minutes to 50 minutes known as the homeroom period. The homeroom period was to be used to carry out the accepted functions and aims of the homeroom.

It is proper at this point to discuss briefly the



functions and aims of the homeroom for the benefit of those teachers who had little or no training in the administering of the homeroom.

#### Functions of Homerooms

The homeroom has long been recognized as serving two major functions. One of these is *administration*. This includes checking the roll, reading announcements, participating in the planning of the program and work of the school, electing student body representatives, discussing student body problems and issues, etc.

The second major function of the homeroom is *guidance*. The homeroom should be a place where interest is focused on the individual and his welfare and happiness as he faces the problems of living. In the modern homeroom, the pupil's plans, ambitions, and desires are studied and the best solution to those problems is worked out with him. It is a place where he and his problems are elevated to the plan of real importance. It is also a place where he is guided in experience in democratic living.

Many teachers, because of tradition and the lack of training concerning the work of the homeroom, see only the first of its two major purposes. The time in the homeroom, therefore, is taken up with reading announcements and students getting out their books and using the homeroom period as a study period.

#### Specific Aims

1. To help the student make a better adjustment to the school.
2. To develop desirable civic, ethical, social attitudes, and to provide opportunities for them to practice in school situations through assumption of responsibilities and the development of group loyalty.
3. To encourage and develop worthy and intelligent leadership and fellowship.
4. To provide occupational information and to help students appreciate the vocational significance and values of school activities.

Now that we are a little more familiar with the functions and aims of the homeroom, the next step is how to realize these functions and aims.

At Northampton High School we found the answer by making our homeroom period flexible. Many schools have certain topics such as, character traits, personality, thrift, care of property etc., which must be discussed on a certain date. When the homeroom period is flexible the homeroom teacher is allowed to select any topic he

or she may feel appropriate for a particular time. Usually at the beginning of the school term the teacher and homeroom pupils might compile a list of topics or problems the homeroom would like to discuss during the year. Students have many problems on their mind. Asking them to write them on a card and submitting them will provide many varied and interesting topics for discussion.

Other things that can be contained in a flexible homeroom period are:

A. Conducting intramural sports where the homeroom attends in a group and cheers for their team. Valuable lessons in conduct and good sportsmanship can be cultivated.

B. Homeroom parties, especially around holidays.

C. Homeroom entertainment programs within the homeroom.

D. Play rehearsal for the homeroom assembly program.

E. An exchange program with another homeroom.

F. Bringing in an outside guest.

G. Student Forum. The student body conducts a Forum in the Auditorium on pertinent school problems submitted by the students.

H. Community singing by grades in the auditorium.

I. Social dancing by grades in the gymnasium.

J. Teacher-pupil interview. While the rest of the students are studying the teacher has a friendly chat with individual pupils at her desk. Thus the teacher and pupil become better acquainted.

K. Career conferences. Here a few outside guest speakers discuss their respective vocations before those students who are interested.

L. Class meetings.

M. Debates between homerooms.

N. Pep meetings.

O. Teacher studying students' personal records as a means of becoming better acquainted with the pupils in the homeroom.

All of the above have a most appropriate place in any homeroom period. With proper planning by the teacher and pupil committee, the dreaded homeroom period can become a pleasant experience both for the teacher and the pupils. If teachers were to plan as ardently for the homeroom period as they do for their classes, the results would be most gratifying.



*Insurance companies realize the value of auto driving instruction when they reduce the cost of liability insurance for students having completed the courses.*

## Organizing a Teen-Age Drivers Club

**T**HE MEMBERSHIP of the Teen-Age Driving Club consists of a group of high school students interested in driving. Its business is carried on through a series of club meetings, planned and executed by the students, with the counsel of an adviser. It provides a logical answer to the problem of how to include all the high school students, who have licenses, in a school organization which can implant the proper attitude toward driving safely.

It is recommended that all students having a driver's license or a school permit be considered as members of this club. If membership must be limited, one rule should be especially kept in mind: Membership should be based upon *student need*.

Officers of the club should be elected by a democratic process by the members. The following officers should be elected:

1. *President.* (a) Conduct the formal section of the meeting, (b) Appoint committees, (c) Chairman of Program Committee.

2. *Vice President.* (a) Work in coordination with the President. (b) Preside in the absence of the President. (c) Chairman of Publicity Committee.

3. *Secretary-Treasurer.* (a) Keep minutes. (b) Handle correspondence. (c) Keep financial accounts. (d) Chairman of Membership Committee.

It would be desirable to have three standing committees. They should be made up of three students, including the chairman. One should be replaced each twelve weeks, thus leaving two experienced students on the committee at all times.

1. *Program Committee*—It is the duty of this committee to decide and arrange for activities which follow the formal business section of the meeting.

2. *Publicity Committee*—They should publicize the activities of the club through the school paper, city newspaper, regional newspaper, radio station, store window displays, and school bulletin boards.

3. *Membership Committee* — An up-to-date

**CHARLES E. PETERS**  
*Science Instructor*  
*East High School*  
*Waterloo, Iowa*

record should be kept for all high school students. It should show name, age, and whether or not he has a license or permit.

Other special committees may be appointed by the President, for example:

1. *State Road Laws Public Education Committee*—Offer a service of tests over State Road Laws to adult drivers who are applying for their driver's license. A fee of 25c might well be charged for this service.

2. *Radio Skit Committee*—Prepare and/or procure a radio skit which could be broadcast over a local station.

3. *Assembly Program Committee*—Obtain a suitable program for presentation.

4. *First Aid Committee*—Prepare and dramatize the events of a typical accident and show exactly what steps should be taken after the accident.

5. *Psycho-Physical Equipment Constructors Committee*—Build suitable testing equipment for the school.

6. *Party Committee*—Plan a club party.

7. *Flat-Tire Committee* — This committee could be made available to change tires on any auto having a flat in the school parking area. A fee could be charged for this service.

The frequency, time, and place of the meetings will vary with the locality and the interests of the group. It is suggested that some recognition be given to the students with a perfect attendance record. The most desirable time for the club meeting will probably be during school time. Faculty cooperation can be secured when they can be brought to realize that the club is in harmony with the objectives of education; when they understand that the home, alone, cannot deal adequately with the driving problem—that one of the major social and economic problems of the day is presented in the auto. Of course, a club of this type has an advantage in the fact

that each member can legally drive a car. Therefore, after school or early evening meetings could be arranged.

#### Projects and Activities:

1. Regulation of student and faculty parking. (a) All cars may be registered. (b) A survey may be made of the parking area. (c) Recommendation for improving the parking area should be made. (d) Parking spots may be assigned.

2. Survey the function of the School Safety Patrol. (a) Make recommendations. (b) Possible supervision.

3. Observation and/or patrol of traffic near the school zone, before and after school. (a) Take care that this does not take the form of a police force. Negative approach is not desirable. Club activities should be limited to worthwhile projects rather than negative prescriptions.

4. Organize a Traffic-Pedestrian Court. (a) Offenders of traffic laws may be tried by a special all-school committee. (b) The comments of (3a) apply here, also.

5. Automobile Inspection. (a) The club might make a thorough study in the techniques of auto inspection used by several cities. The results of this study might then be applied to the inspection of all the autos which are driven to school by students and faculty members. (b) Invite the assistance of the local police or patrol.

6. Local Accidents. (a) They should always serve as a means for developing the proper driving attitude.

7. Assembly Program. (a) Representatives of the State Department of Motor Vehicles are always willing to assist schools.

8. Community Projects. (a) Driving clinic in downtown area, where selected club members could compete with prominent laymen in road driving skill tests. Psycho-physical testing equipment might be set up so that the interested public might test themselves. (b) Observation of driving and pedestrian habits in downtown areas. Tickets might be given to discourteous pedestrians. (c) Cooperation with Junior Chamber of Commerce and other groups is advisable.

9. Traffic Regulations. (a) The club can make a study of state and local traffic regulations. (b) They might make recommendations, as a group, through the mayor, highway patrol, or even their local legislators.

10. Mechanics of the Automobile. (a) A detailed study of the mechanical features of interest

could be made. (b) This study might well be culminated by a visit to a local garage.

11. Observation of Court Cases involving traffic violations.

12. Insurance. (a) A comparison of family car policies might be of value. (b) Insurance representatives would be glad to speak on the subject.

13. Photographic Project. (a) A photograph of a dangerous intersection would vitalize some constructive criticism. (b) The preparation of a series of slides on the proper method of parallel parking would be useful not only in the club, but in driver-education classrooms. (c) The student, while he is engaged in the technique for preparing these projects, will gain valuable safety information.

14. Speakers' Bureau. (a) Capable students could deliver speeches to the various organizations requesting them.

Guest speakers can make definite contributions to this program. Many times it is better to have the club visit the business place of the speaker. A guest speaker might fit into each of the following topics: (1) Traffic Regulations—local police or state patrol. (2) Mechanics of the Auto—Garage mechanic or salesman. (3) Auto Inspection—Local or state inspectors. (4) Accidents—Insurance representatives. (5) First Aid—Red Cross or hospital representatives.

The primary sponsor of this club should be the school, with the driver education instructor as adviser. A secondary sponsorship is desirable. This might be any one or a representation of all the community organizations. Among these might be the social clubs, the fraternal orders, business clubs, and interested groups. These sponsors can do much for the club by way of financial aid, publicity, counsel, speakers, and other helpful aids.

Four possible means of obtaining funds for club expenses are: (1) Dues. (2) Sponsor grants. (3) Management of school concessions. (4) Service fee for public road law tests and changing tires.

It would be fine if every high school could form a club of this type. Insurance companies are showing much interest in instruction in auto driving. They are backing up their confidence in such education by reducing insurance rates to students who have successfully completed courses in auto driving.

*Spirited campaigns, including nominating petitions, speeches, and elections, stress the importance of the student council as an active high school organization.*

## Conducting Spring Elections

**S**PRING ELECTION of student council officers is an important activity of the student body in the Lapeer, Michigan, High School. The Student Council is well established—it is active, promotes many fine activities, and membership is coveted by the students. The prestige of the Student Council has probably been especially enhanced because of the spirited predominating method of procedure involved in the spring election of officers for the ensuing year.

The Students' Handbook, prepared by a committee of teachers and students, on page ten describes the student council as the most important student organization in the school. It was reorganized during the school year 1944-45. It is made up of about forty members, one representative from each home room, the president of each class, including the seventh and eighth grades, and the standing committee chairmen.

The standing committees plan and carry out school social functions, plan noon activities, control school public address and radio system, control lockers and corridors, plan assemblies, and have charge of concessions.

Officers of the student council are elected at an all-school election held on the second Friday in May. Candidates must be from the sophomore and junior classes.

Early in May the excitement of the campaign begins. The candidates have been nominated by their classes and rivalry is keen. Each day amazing new posters and murals appear. There are new limericks and jingles over the P.A. system every day. Students willingly spend hours of after-school time making new materials to extol the merits of their candidates.

Planning how to outdo the other class involves any and all of the class. Some are selling ribbons of class colors. Others have crepe paper pom-poms on sticks with class colors. Still others decorate the football goal posts. There are cheerleaders for each side. Some daring souls always scale the dangerous places to place their colors high above the others. Each group plans a float for the parade.

At one point the president of the junior class planned with a junior girl how she might bring

**BERTHA DOWNS**

*Lapeer High School*

*Lapeer, Michigan*

in her saddle horse to lead the junior parade. The difficulty was finding a pasture or stall in which to keep the horse from 8:00 until the time for the parade. It was necessary to ask the grandfather of the rival candidate for the use of his pasture which was near enough to the high school. Fortunately he was a fine citizen and willing to help either candidate.

School days are never dull in May. It is fun to get to school, roam from one end of the building to the other, from one floor to the other, to find what is new and what each side has done to best the other.

Conversations overheard in halls and cafeterias, not only between students, but between teachers and second or fourth graders of the adjoining school building run as follows: "Have you seen the one on the clock?" "The one I think is clever is the footsteps all along the wall leading to the sophomore voting booth." "How did they ever get that high one up on the stairway?" The grade children who have no vote nevertheless plan for whom they would vote. They know as much about the candidates as the qualified voters.

On the Wednesday before elections an assembly is held on the athletic field. Besides the members of the six classes, all the grade children remain. Many parents come to see the parade and to hear the speeches. The sophomores and the juniors have cheering sections, cheerleaders from their class. Seniors are usually allied with sophomores, juniors with freshmen, but there is no compulsion or rule about how a class should vote.

The speeches given by the candidates often are the reason for the way a student votes. As a freshman said to his core teacher after the assembly, "Emil's speech was so good that I think I am going to vote a split ticket." The students write their own speeches and do not rehearse them for a teacher. They are so genuine, so spontaneous and honest, they would do credit to many an aspirant for higher political position.



The band members are divided evenly into two bands, adding much to the excitement, and each class has a float, a project involving initiative, originality, and planning. It is a matter of much moment to keep the float a secret until the time it appears in the parade. One of the most appealing to the students was concealed in the garage of the hatchery (by the father of one of the junior class sponsors). It represented the sophomores as pests—huge bugs and beetles were fastened to bushes which were placed about the truck. The junior candidates rode on the float spraying the bugs with DDT.

The elections on Friday are conducted by the American history classes. Polls are open at 8:00 and through the noon hour. Students may go any time during the day from study halls to cast their ballots. At about two o'clock all students who have not yet voted may go from classes.

Before the end of the day, results of the balloting are broadcast. The suspense is ended; there is much cheering. It has been a real experience in democratic government.

This year's president of student council is a displaced person from a German camp. He has won the respect and admiration of an overwhelming number of students. He has very definite ideas of how the student council can improve the school. He has given serious thought to his committee appointments. He has had conferences with the principals about placing geography in the curriculum; doing something about drinking parties in homes; why *not* a coke machine for the school; more powers for the student council. It will not be a rubber-stamp council that operates in 1953-54!!

## **The Newspaper Adviser**

**LAURENCE R. CAMPBELL**  
*Dean, School of Journalism*  
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*Tallahassee, Florida*

The role of the teacher who guides publication staffs is not an easy one. It is the adviser who must define the concept of the school press. It is the adviser who must guarantee the continuity of constructive basic policies.

Unfortunately, the typical adviser teaches a full schedule and frequently has other extra duties. Relatively few have much specialized

training for their work in journalism. Others have been taken by surprise and may not know just how to go about their work.

Take the beginning adviser, for example. Perhaps she is an English teacher just out of college. She knows all about Chaucer, Shakespeare, and the romantic period, but she knows nothing about journalism, amateur or professional.

Step one is to size up the local situation. The beginning adviser should talk with staff members, teachers, and the principal to find out as much as she can about previous policies and procedures. She should examine back files of the publication.

Naturally the beginner should visit the school and local libraries. Usually she will be disappointed. Often there are few if any journalism books in them. When there are, they are likely to have been written fifteen or twenty years ago.

Advisers on printed media may consult the printers, photographers, and engravers who did the school's work before. The advisers of duplicated publications can seek advice from local or national offices of office equipment firms. Sometimes a local newspaperman will take the trouble to explain some of the problems.

Meanwhile, the adviser should get acquainted with the services of local, state, regional, and national scholastic press groups. In almost every state one or more conferences, tournaments, or meetings are sponsored by a school or department of journalism. Sometimes bulletins, directories, and other helps are provided.

Catholic secondary schools often are members of the Catholic School Press Associations. Its headquarters are at the School of Journalism, Marquette University, Milwaukee, Wisconsin. It publishes a magazine and provides a critical service.

National Scholastic Press Association publishes Scholastic Editor, issues NSPA helps, provides a critical service, and conducts an annual convention. Its office is at the School of Journalism, University of Minnesota, Minneapolis, Minnesota.

Columbia Scholastic Press Association provides a critical service and sponsors an annual convention. Its official publication is School Press Review. Its office is at the Columbia University, New York, N. Y.

Quill and Scroll Foundation publishes Quill and Scroll, sponsors a critical service, and issues educational bulletins. It sponsors an internation-



al honorary society for high school journalists. Its office is at 111 West Jackson Boulevard, Chicago, Illinois.

School Activities, 1041 New Hampshire Street, Lawrence, Kansas, often publishes articles for the publication staff. Occasionally the English Journal has an article on student journalism. It is the official medium of the National Council of Teachers of English which has headquarters in Chicago.

If the beginning adviser studies the services of these organizations, they will be exceedingly helpful. Contacts at conventions also may be stimulating, particularly at meetings sponsored by schools of journalism.

Naturally the beginning advisers should affiliate with the state association if there is one. Affiliated with NEA and NCTE, the National Association of Journalism Directors is an important organization. In the East, the Columbia Scholastic Press Advisers Association likewise attracts much support.

The beginning adviser should examine the leading textbooks on high school journalism. Among them are those written by Mulligan, Red-

dick, Otto and Finney, Spears and Lawshe, Spong and Maguine, Hoffman, Hach and English. Workbooks by Staudenmayer, Husted, Stratton, and others likewise may be helpful.

If the beginning adviser has the opportunity, she should talk over her problems with a veteran adviser. Better yet, she should go to summer session where she can get a good course in supervising school publications. Sometimes, unfortunately, such courses are taught by men without experience in the secondary field.

Unable to attend summer session, the adviser still may study journalism. She may read *Exploring Journalism* by Roland E. Wolseley and Laurence R. Campbell, *Design and Makeup of the Newspaper* by Albert A. Sutton, *Public-School Publicity* by Gunnar Horn, and other books on journalism. These will give her a good head start.

Actually, then, the beginning adviser need not be helpless. Given a little initiative, she may qualify herself to do her work well. In fact, many of the successful advisers known throughout the nation learned as they worked on their jobs.

***"Every student teacher should be provided with experience in at least one specific cocurricular activity bearing a direct relationship to his major interests."***

## **Student Teaching in Extracurricular Activities**

**T**HREE ESSENTIALS, at least, are necessary in the complete preparation of a beginning teacher who is expected to direct or share in the direction of a cocurricular activity. First, the teacher should have engaged in the activity as a participant. Second, he should have received formal course work in methods and materials relating to cocurricular work. Third, he should have directed at least one such activity, under supervision, as one aspect of his undergraduate program in student teaching.

For several reasons experience as a participant often is the only criterion employed in the selection of these teachers. The hiring official, usually a superintendent of schools, noting that the applicant has worked on a college newspaper, places him in charge of the local school publication. Having played basketball, the applicant is

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drafted as basketball coach or as coach to some junior squad.

Sound educational philosophy holds that the good teacher needs not only experience in learning his subject but additional experience in learning how to present his subject. In many cases the superintendent is only making the best of a weak situation, one in which the teacher-education institution has not provided the requisite background in methods and materials in cocurricular areas.

The second criterion, then, is that the beginning teacher in this area needs a background of

methods and materials for tasks outside the classroom. As a minimum, this would include a course in general organization and administration of the cocurricular program and at least one additional course in the specific direction of the specific activity in which the teacher is expected to work. Titles of these courses usually are specific and descriptive of content. "Advising High School Publications," "Football Coaching," "Individual Sports Activities," "Play Presentation," and "Band and Orchestra Director's Course" are typical titles noted in a current university catalogue.<sup>1</sup>

Third, in the essentials necessary for complete preparation, is that most often overlooked, namely, supervised laboratory experience in the activity. Student teaching has come to be recognized as the most important single "course" or activity in the preparation of teachers, although student teaching cannot, by itself, serve to prepare teachers. Successful student teaching demands a solid, systematically-planned background in professional education as well as a comprehensive and thorough education in the subjects to be taught. However, student teaching is recognized generally as the one major opportunity for the prospective teacher to learn (or unlearn) his subject and his professional theory during the actual problems of working with children in the laboratory situation.

For many years, in fact until the time of World War II, student teaching was confined almost entirely to the classroom or recitation. The accepted standard was some ninety clock hours of teaching and observation, all within the four walls of a classroom.

Since World War II a trend has developed, noted by many researchers, toward a more lengthy student-teaching assignment, computed not in terms of clock hours primarily but in terms of a half day or a full day of work over a half or full semester. The War years, of course, do not identify an exact point in time within which this trend suddenly developed. Undoubtedly, many institutions led the way prior to 1941. However, the trend has gained noticeable momentum within the past decade.

The implication of the longer school day for student teachers, which is of importance to those concerned with cocurricular problems, is that the longer day has provided opportunity for partici-

pation in normal teaching activities outside the classroom.

Increasing emphasis has been given to participation in extraclass activities not as an extra job of the student-teaching assignment but as a necessary and important part of adequate preparation for teaching. Today, the employing official has an excellent chance of obtaining beginning teachers who have had supervised experience in one or more extraclass activities as a part of their student-teaching experiences.

At the University of North Dakota, as in many other institutions, an attempt is made to assign student teachers where possible to such participation. The program at North Dakota takes into account several criteria which are suggested as basic to the assignment of student teachers outside the classroom.

First, it is expected that such extraclass work will correlate with the major interests of the student teacher. Ordinarily, for example, majors in men's physical education are expected to accept as one-fourth of their total teaching assignment an after-school assignment in coaching a secondary-school sport. Two prerequisites to such an assignment usually are taken into consideration. The student must have had experience in the sport either in high school or in college. And, he must have completed at least one course in special methods and materials pertinent to the activity.

Music, speech, and English majors frequently are assigned to after-school work in drama, journalism, or other work related to their fields. The same prerequisites apply to other fields except for certain unusual exceptions. One such exception might be the case of a science major with a record of unusual interest in short-wave radio who might ask for extraclass work with pupils interested in this area. In this case the student's personal experience with radio as an avocation may substitute for school or college experience. Here, also, since no methods course ordinarily is available for such a restricted activity as short-wave radio, the student's methods and materials course in science is assumed to qualify him for presentation of the radio material outside of class. Methods and materials courses in the several fields, the general methods course, as well as a general course in extracurricular work are acceptable to meet the methods requirement in extremely restricted activities.

The second basic criterion is that these ex-

<sup>1</sup> Bulletin of the University of North Dakota — Catalogue 1953-54, University of North Dakota, Grand Forks, University Press

periences are counted as an integral part of credit earned during student teaching. The basic assignment is not a given number of clock hours in classroom teaching with or without cocurricular work. Wherever possible, the cocurricular work is planned ahead as one phase of the total program during student teaching. If necessary, the total number of weeks in the assignment may be lessened to allow for time devoted to after-school duties. In other cases, the number of hours per day in the classroom may be reduced. In all cases the extraclass assignment is considered an important aspect of teacher preparation and is counted accordingly.

Third, certain school activities outside the classroom are required of all student teachers regardless of major interest. These include such items as attendance at parent-teacher meetings and educational conferences held locally; participation in such programs as American Education

week; lunchroom, hall patrol, or other duties accepted by the regular teachers; chaperoning school social affairs and similar all-school functions involving obligations shared generally by all teachers.

The long-range goal of this program is to provide every student teacher with experience in at least one specific cocurricular activity bearing a direct relationship to his major interests. Experience in the activity continues, as always, an essential.

Formal courses in methods and materials in specific activities, despite criticism from some academic quarters, continue to be offered as an essential aspect of professional preparation. Now, the third essential to complete preparation, that of supervised professional laboratory experience in cocurricular activities, has come to occupy a recognized and recommended place in our programs of student teaching.

***"An unlooked-for outcome of careful training in play production promotes a very considerable improvement in the quality of other high school programs."***

## **Worthwhile Plays Are Worthwhile**

**D**RAMATICS PLAYS AN IMPORTANT PART in the activities of any high school and its place in the community. When Perry Polski came to Ladysmith, Wisconsin, to teach English and direct the junior class play, he didn't know there are some things you just can't do about class plays. No one told him, for instance, that in a high school class of sixty students there simply isn't enough talent to give a "difficult" play.

Furthermore, he and June Emerson, who directed the senior class play, just didn't believe that a town of 4,000 people wouldn't be interested in seeing "good" drama. Together, they tackled the problems that beset every director of high school plays. This is the story of how they turned class plays into a pleasure, rather than a pain.

The first problem the director mulls over is "What play shall I choose?" Both Miss Emerson and Mr. Polski believe in buying the best play that can possibly be afforded. In two years they had presented *Our Hearts Were Young and Gay*, *Lost Horizon*, *The Great Big Doorstep*, and *E=mc<sup>2</sup>*. The royalties are larger than they would be for *Aaron Slick of Punkin' Crick*, but

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people who stay away in large numbers if they suspect another inane comedy can be attracted to the better plays. Neither will you hear the nonchalant dismissal of class plays with, "When you've seen one, you've seen them all."

There are other values in selecting a really good play. As Miss Emerson remarks, "If you're going to spend six weeks rehearsing a play, it ought to be something worth the time and effort." Through a good play, the cast at least may develop a respect for the literature of the theatre which will result in an early and lasting love for drama. Both years, as a result of their own experiences, members of the play casts asked to be allowed to take a trip to Minneapolis to see a real stage play.

Production difficulties are often enough to give a play director nightmares. For years this school had been producing plays on a stage 12 feet deep and 30 feet wide. It stood between two and three feet high and had a little apron which could be pulled out to give more room in



front of the curtain. *The Great Big Doorstep* was produced on this stage. It required an outdoor setting with a tumble-down shack surrounded by a forest.

The house, a necessary part of the action, had to be built for use. Made of cardboard and supporting a real roof, it had a door which actors used continuously during the performance, revealing a murky and shabby interior. The window, with its crooked shade, was filled with geraniums. No trouble at all was the big white doorstep, an important symbol in the play. True, it jutted out in front of the curtain, but so did several other props.

Costume plays are often rigidly avoided. Some misgiving was felt by Miss Emerson when she selected *Lost Horizon* for the senior production. Finding Chinese costumes in northern Wisconsin could turn out to be something of a problem. The whole class, and all of Miss Emerson's friends, were set to sleuthing for them. One friend went to the trouble of sending to California for a costume. On the night of the performance there was such an oversupply that all the ushers and ticket sellers were padding about in kimonos and Chinese slippers. Communities often yield surprising resources.

The most noteworthy production of the four was  $E=mc^2$ . The title is the formula for atomic energy, the problem which the play presented in all its aspects. In addition to this unheard-of subject for a junior class play, it had a format equally unconventional. Played in many scenes, it required a movie-like technique of fading one scene into another by the elaborate use of lighting.

The set was surrealistic; a large square black box used as a tiny stage for some of the acting. It was reached by a runway. A moving picture of sequences in the history of atomic energy was used in one scene. Other necessities included a ballet and some modern dancing. In all, about thirty good actors were required.

The three leads were not the romantic juveniles ordinarily associated with a class play. The leading role was that of the uninhibited Atom. A stage manager interpreted and introduced the various scenes, and Clio, the Muse of history, wearing flowing Grecian robes and a laurel chaplet, skated about on roller skates.

Every junior, in a class with a reputation for being slow, uncooperative, and untalented, had a job to do. The alchemy that welded the class

into a cooperative whole was their desire to prove that "those dumb juniors" really could do a good job. They exploited all the resources of a big new stage. Lights faded one scene into another without a flaw. The movie sequence, handled by a boy recently returned from reform school, went off without a hitch. No sound effects blared at the wrong time. "Atom" gave an intense, screaming, bouncing performance. Afterwards class members stood about exclaiming, "They'll never call us 'those dumb juniors' again!"

All of these plays proved that there is plenty of talent in every class if someone will take the trouble to develop it. All the performances were notable for their superior acting, a characteristic notoriously lacking in most school plays. Both Miss Emerson and Mr. Polski believe it is futile to let teen-age actors interpret lines in their own way. Much rehearsal time was spent in reciting and re-reciting lines until exactly the right emphasis and inflection were achieved.

This method produced amazingly professional performances from students who, in many cases, had never appeared on the stage before. Atom was a quiet, reserved girl, whose red hair belied her nature. The stage manager in  $E=mc^2$ , new to play-acting, gave a sincere, mature performance. An unassuming senior girl turned out to have a surprising flair for comedy, and stole the show as Emily in *Our Hearts Were Young and Gay*.

For weeks Miss Emerson searched for an adult to play the role of the high lama in *Lost Horizon*. Finally it was given to an untried senior boy. The rapt attention of the audience to his quivering philosophy was a tribute to his ability. The real prodigy during these two years turned out to be the ungainly class clown. As a junior he played the comedy role of a lackadaisical Southerner who considered manual labor beneath his dignity. As a senior he played the impatient American who was afraid to let the unhurried spirit of Shangri-La capture him. The same year he played in the community theatre production of *The Night of January 16th*, the pivotal role of the bookkeeper. Also in his senior year, he entered the spring speech contest for the first time in his high school career and went directly to the statewide contest, where he won a top rating.



Small roles received the same careful attention as the leads, with equally good results. Both directors agree that their method means hard work, but the results are worth it.

An unlooked for outcome of this careful training was a very considerable increase in the quality of the other high school programs. The annual Stunt Night program in the spring of the second year was a variety show covering every mood from romantic to comic. An important feature was a girl's dancing chorus which did several solos and backgrounds. The choreography had been done entirely by the students. As good as a movie musical comedy were the pantomime interpretations of popular songs, done with simplicity and effective lighting, and ranging from "Stardust" to a comedy version of the Charleston.

Ladysmith has been getting more live theatre—amateur though it may be—than many communities more than twice its size. Encouraged both by the success of the high school productions and the new auditorium, a community theatre was formed, and produced *George Washington Slept Here* and *The Night of January 16th*.

The latter was the talk of the town for weeks after its performance. A courtroom drama, it was given an authentic atmosphere by being presented in the courtroom of the county courthouse in Ladysmith.

For many of the audience it was the first time they had ever been inside its doors. One couple remarked, "This is the first time we've been here since we got our marriage license 30 years ago." Mr. Polski directed the play and played the male lead, the defense attorney. Miss Emerson played the feminine lead, the accused. On each of the three nights a jury was selected from the audience to bring in the verdict. For weeks afterward one could start a heated discussion by asking, "Do you think she was guilty, or not?"

Miss Emerson and Mr. Polski are guilty only of having faith in the students at Ladysmith High School, who are just like those found in any other high school in the land. These enthusiastic directors have proved that with time and effort ordinary teen-agers can do an extraordinary job. Together they have paved the way for better plays and better production. Other small schools can do the same.

*A diversification of opinions as to whether school newspapers should be put on a competitive basis via sectional and national rating is voiced.*

## Should the School Subscribe to Newspaper Rating Agencies?

**"D**O YOU FAVOR OR OPPOSE sending your publications to the nation-wide agencies that rate and criticize school newspapers?" This question has been asked by the writer in journalism classes he taught during summer sessions over the past several years. The majority of the students in the classes had experiences either as high school teachers of journalism or as students who had worked on the high school newspaper.

No attempt was made to develop a statistical study of their reactions; but a careful recording of their attitudes has been maintained. There are some very positive and negative opinions about the "so-called rating agencies."

There are several organizations that rate and criticize high school newspapers. The agencies usually are located on or near a university cam-

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pus but may be independent of the institution. Most of the agencies have similar aims and functions.

If your school subscribed to the services of the figmentary Prep Publishers Oracle the procedure would be something like this. For a fee you may subscribe to the services of PPO and in return receive a monthly publication designed to help budding journalists. You also are eligible to send in three consecutive issues of your high school newspaper and compete in one of several classifications to learn how your newspaper compares with a publication in another area. The

classification in which your paper is placed usually depends upon the enrollment of the school.

The PPO may give your newspaper an "excellent" rating and send a story about this achievement to your hometown newspaper. PPO will also send you comments about your paper. They may be good or bad. These you may divulge at your discretion.

The bona fide agencies, some of which are well established, operate on a similar pattern as the fictitious PPO.

It appears that high school newspaper sponsors are about equally divided on the subject of rating agencies. The following summary from the summer session students' evaluations of the agencies presents some of the strong and weak points of the agencies.

Teacher A from a small high school in Missouri: "Our school has been a member of Blank Agency for several years and it has been of great value to us. This agency's publication is fine and gives much practical information my students like to read. Our school has received a top rating every year. This is a valuable stimulant to keep the youngsters working hard."

Teacher B from an urban high school in Kansas: "The rating agency is the bane of my existence. Our school subscribed to one before I went there and I can't get the principal to withdraw our membership. He says it is a great public relations factor for our school paper to always receive one of the highest ratings. I rue the day when we will not receive top billing. Then I am sure there will be a new journalism teacher in our school."

Teacher C from the state of Washington: "I think the rating agencies, at least the ones with which I have had experience, are not realistic in their ratings. For instance, one comment on the evaluation we received graded our paper down because of the printing. Anyone who has had experience teaching in a small community the size of ours knows the journalism teacher cannot control all of the factors. Our paper is printed in the only commercial printing plant in town. A larger plant in a nearby city would print our paper but of course that would not be politically expedient. Our local printer is on the school board."

Teacher D from a large high school in Illinois: "I'm for the rating agencies one hundred per cent. Our school paper was just so-so be-

fore we became a member of the service. Since then the quality of the publication has improved. We have received some excellent suggestions on typography, news coverage, and news style. Our students are very much interested in how the paper ranks with other publications in our classification. Since our community is large I question whether the patrons are particularly interested or know the results even though the local papers report the ratings. My job doesn't depend upon our rating."

Teacher E from a Colorado high school: "We've dropped our membership in the service we joined several years ago. Our paper follows a circus style make-up similar to the typography of some of the leading commercial papers in the state. The persons who judged our papers apparently had an antipathy toward circus style. Anyway we were graded down and in a comment 'scorched' for using 'flamboyant' page-one dress. But our readers like circus style and that's what we are using. We'll be practical if the rating agency isn't."

Teacher F from Louisiana: "I have not sponsored our school newspaper but will this next school year. There is much I don't know about journalism but it seems to me the rating agencies offer an ideal service. One point I would like to make for them is that they instill the students with a competitive spirit. We have competition in school athletics and music. Why shouldn't we have the same competition in school publications?"

Teacher G from Iowa: "I suppose one's attitude about the rating services depends a great deal upon his and the school's philosophy about competition of this type. My administrators don't care what rating the agency that we belong to gives the paper. The superintendent and principal tell me to sponsor the newspaper so the students will be provided with the most ideal learning situations and that the newspaper serves as a medium of information. However, I know as a journalism teacher in a nearby community where it is the practice for the teacher to do much of the writing and editing on the three issues that go to the agency. The teacher's job depends, to some extent, upon the rating of the paper."

From these statements it is evident there is a diversity of opinion. There are some excellent arguments for and against the rating services.

The writer has wondered frequently about the teacher from Kansas whose principal believes the rating is a valuable public relations factor.

It is to be hoped the teacher continues to maintain a high rating for the paper because there is a dearth of qualified journalism teachers.

*Well-planned, adequately sponsored clubs, having talented leaders, are valuable in the development of desirable interests, habits, and activities of young folk.*

## An Active Girls Club

**T**HE DREAM of a group of girls in this city is being brought to reality through the efforts of the members of the Junior Woman's Club of Norfolk, Virginia. The newly organized Girls Club is the answer, the Junior Women feel, of a place for girls to go and grow—physically, mentally, socially, and spiritually.

It all came about when the public welfare chairman was scouting around for a project with appeal for the club members as well as one that would meet a community need. She discovered a group of Norfolk girls who had been awarded camperships to a local YWCA camp the previous summer, and having enjoyed the experience so much, wished they could continue their fellowship and fun during the winter months.

A party followed by a day at camp was arranged to test the girl's enthusiasm. It was thrilling to see them renew their friendships, hear them sing their camp songs, and watch them join in the fun. It was there, at camp, that the matter was clinched; the Junior Women realized they had centered their attention on the right thing. This organization which is geared for big business—big business in altruism—accepted the challenge.

With the problem of a meeting place solved—the executive director of the YWCA offered the club rooms every Friday afternoon from 3:30 to 5:00—the welfare chairman started the ball rolling. Committee chairmen were appointed for program, refreshments, transportation, and volunteers. I was engaged as the constant factor—the volunteers, the variables—who would be at the “Y” every Friday afternoon, besides helping with the organizing, planning, and visiting.

On the alert for programs we found that if you “leave it to the girls,” you gather much helpful information. The girls were asked to write us a short letter, telling us something about themselves and what they would like to do in their club. It was from these letters that we gained an

CATHERINE BARD WILLEY

*Former Member Junior Woman's Club  
Norfolk, Virginia*

insight into the various interests of the girls. Foremost among the suggestions was music—singing. You knew they liked to sing the first time you heard them.

Other things mentioned were playing games, making things, learning to be glamour girls, swimming, parties, dancing, meeting new friends, and so on. Coming together as a group and participating in activities that interested them would afford these girls an emotional release; this seemed to be one aspect of the club's purpose. Then, too, if sufficient interest is held—e.g., in a singing group—it might lead to future adult participation in the community's civic chorus.

After a synthesis of ideas, the planning committee agreed to ask several persons, experienced in their respective fields, to guide the activities in the various interest groups. We were indeed fortunate when the two program chairmen—naturals in their lines—volunteered to assume responsibility for the recreation program. One is an outstanding physical education teacher in one of our junior high schools; the other is a Girl Scout leader. For music, personality development, arts and handicrafts, the Junior Women employ three teachers.

Each of these persons is attractive, young in spirit, and has a feeling for young people. It is to them we look for guidance in the chosen interest fields. Each one comes one Friday a month and develops a program according to the girls' needs and wishes. When I say this, I mean: in music, she lets the group sing songs of its choice, but not entirely so. The teacher brings in new songs that suit a certain occasion. Sometimes girls want to sing solos or duets. This is fine—and is encouraged.

Again, they want to learn a song the teacher



does not know. She will look it up and teach it to the group when she returns. She is an able pianist and has her own technique.

The personality development leader is conducting a diversified program. She is a gifted story teller, and each time she comes has several stories that appeal to the different age groups represented. After the story period, the group breaks up; those ten and under go upstairs for games, while the older girls remain with the leader to discuss those things that are of paramount concern to the pre-teen and teen-age girl. To mention a few topics that the girls have brought up to "air out" are manners, introductions, dress for the schoolgirl, movie etiquette, dating, and going steady.

On several occasions a few girls with problems that they would not voice openly, would talk privately with any of us at the end of the discussion period. Also, the leader has helped them put on short skits and an Easter pageant. Those girls who are especially interested in dramatics are the first to participate. For therapeutic reasons, others are invited to take part.

The art instructor at present is working with the girls on a mural to be used in the Health Exposition. The girls have drawn pictures showing activities at their club. This mural will be used in the Junior Woman's Club exhibit. When asked if they'd like to help the Junior Women with the project, the girls expressed a desire to do this.

Other features of the club are refreshments, social period (ping pong, puzzles, checkers, games, or just talking) at the beginning while the crowd is gathering, birthday-of-the-month drawing—with the lucky girl being taken on a shopping trip for a \$3 present of her choice, courtesy of a local merchant. We have had a Christmas party and a Valentine tea. The volunteer advisers from the Junior Woman's Club are on hand to play games with the girls, to assist in sewing, to help the special instructors—or most important, just to listen.

The girls seem to enjoy talking with the advisers. At first the volunteers served refreshments until the girls became interested. Now some of them make a point to get there first, so they can preside at the snack bar. Refreshments are simple—a cold drink (courtesy of a local bottling company), cookies, and fruit. The cookies and fruit are also donated by merchants

and the Junior Women. The girls look forward to the fruit, especially.

In February the girls were invited to sing at the fashion show, arranged by the sponsoring group, to raise money for this guidance project. We had many new ones join the group prior to this, and on the night of the performance, 85 girls were in the Girls Club chorus.

The beginning enrollment in November was 50, and by the end of May it had grown to 150, with an average attendance of 60. At no time has any mention been made regarding new members. Girls started out by asking if they could bring their sisters, then their friends. The membership is increased in one of two ways: a new member is brought by an old member, or a girl living in the vicinity of the "Y" drops in and asks to join. No one in these two groups has been turned down. The original list was made up of girls between the ages of 8 and 15. Now ages run from 6 to 16, with 11, the average.

In response to the question, "What do you enjoy most at the Girls Club?" no check list provided, the answers in order of preference were: singing, games, making things, stories and plays, everything, puzzles and ping pong, sewing, talking with the leaders, refreshments, working with others, meeting other people, learning things, coming together with girl friends. One girl who said she enjoyed talking with leaders also added, "to get better known to the girls of Norfolk."

The Girls Club activities will close with an "Open House" at the Woman's Club, at which time the parents will be invited to a program in which the girls will participate—music, skits, display of art work, and installation of officers. (These officers will take up their duties next year and will assume more responsibility in the future planning of the group.) This meeting will be followed by a day at camp in June. The camper-ships available last year will be given by the camp fund committee—a group of interested citizens in the community. The Junior Woman's Club contribution to camp is in the material sense this time, as the greater part of the proceeds from the spring project will go toward the purchase of new equipment to insure a safer waterfront at camp.

Next year the club plans to add another day in order that the younger girls and the older ones may hold separate meetings. The gymnasium in



one of our schools has been promised since the YWCA is in the midst of a building program.

F. B. Dixon<sup>1</sup>, a leader in this field, has written, "The group has many meanings to the individual, which should be considered by all who are interested in a well-rounded guidance program. The counselor has noticed the pressure of the group as a force in molding the personality of the individual. The school administrator has observed that group attitudes will change individual behavior. Mental hygienists have long known that the individual's reactions to the group are exceedingly significant. The teacher, counselor, and others who work with youth, must frequently organize activities that will give the individual a favorable opportunity to learn from the group."

The activities in which the girls participate, though not spectacular, seem to fill a great need in their lives as they serve as an emotional outlet. This experience of being together, of belonging, of exploring in various fields of interest, tends to fill a gap in the girls' out-of-school lives. At no time is a program mapped out far in advance. We know their interests change from time to time. As we said when we started, we are feeling our way, cautiously and slowly. We need only to go back to two fundamental laws of learning, "we learn by doing" and "we learn by trial and error," to justify our stand. In March, we approached the girls on the matter of electing officers. They were interested and nominated six girls for each office. Three girls from this list were selected as candidates for each office, the selection being based on the girl's attendance.

The progress that has been made this beginning year is due to a number of factors. The interest, enthusiasm, and zeal of the sponsoring group are reflected in the closely-knit organization of the new group with the community as a whole. The Junior Women are fulfilling a need in their lives as well as those of the girls. Those young women, many of whom have young children of their own, were not forced into this project; they accepted a challenge and are working under no pressure. They realize their sense of responsibility by being of service to others.

The careful planning ahead, their awareness of guidance principles—which they understand but perhaps would not be able to identify as such—have contributed immeasurably to the success

of their undertakings. We are mindful, too, that the top-notch specialists give both groups a sense of security; from training and experience "they know whereof they speak" in their particular interest field.

The sponsoring group realizes that there are many opportunities in the future for further guidance in the vocational area if it is to follow through after the girls "graduate" from the Girls Club. These possibilities are only nebulous now; time will tell what happens here.

Also, we have learned that individual counseling is complementary with group guidance. We know our limitations here but are striving to be of help as far as we are able. One can never become a counselor by just reading about counseling. It takes practice, faith, hope, and patience against a rich background of psychology tempered with understanding and common sense.

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## The Music Club Program

FRANCES McGROGAN  
*State Teachers College*  
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Before launching into the meat of the area in which I choose to work, it becomes necessary to make a statement that may or may not meet with the approval of the reader. From observations made in approximately the last ten years, there seems to be a complete lack of interest on the part of our younger people in our oldsters. Much of this attitude has its inception in the home, where the hoary haired are viewed with an air of contempt and spoken of in a tone of derision. So in setting up the project for the year, it's the purpose of the writer to include in the plans some provision for the inculcating of a sense of responsibility toward these, our ever growing older members of the population.

Once the need for a music club has been established through the interests of some of the student body, there should be called a general meeting, during which the music lovers may choose a leader to operate pro tem. Rather than president, this leader might be known by the title "Conductor." In carrying out the project there will be a need for a music librarian. In the parlance of the theater perhaps a third person might be designated "Manager." Recording secretaries will be needed as well as correspondence secretaries. Note the use of the plural. It is in-

<sup>1</sup> F. B. Dixon, *Group Guidance Techniques*, Chapter 10, p. 253, *A Basic Text For Guidance Workers*—edited by Clifford B. Erickson, New York, 1947, Prentice-Hall, Inc.

tentional. To elicit participation and interest in the activities of the club it is advisable to rotate leadership for each of these gross activities.

The accompanying chart will do much to clarify the rather wordy plan.

Music Club Program for One Year							
Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period
Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period
Casting	Casting	Casting	Casting	Casting	Casting	Casting	Casting
Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal
Performance	Performance	Performance	Performance	Performance	Performance	Performance	Performance
Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period	Planning and Preparation Period
Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period	Try Out Period
Casting	Casting	Casting	Casting	Casting	Casting	Casting	Casting
Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal	Rehearsal
Performance	Performance	Performance	Performance	Performance	Performance	Performance	Performance

It is suggested that the general music club meetings be held about once every five weeks. Those who are not participants in the activity brought to a group that day would play the role of critics and listeners. To illustrate: At the first general meeting a student elects to work in the area of fine recordings which will form the production for listening at the end of five weeks. At the weekly unit meeting he will bring some of these recordings with the accompanying informational background and in the process of elimination will have his choice either retained or deleted.

Working on the assumption that his are those retained, the rest of the group will prepare themselves for the second unit meeting by collecting all and everything that is in line with the material chosen for the music appreciation concert now only three weeks away. Since this club is operating under the democratic way of life each of the group assumes a responsibility toward making the coming concert a success. One would take the responsibility for publicizing the music in the local newspapers, and contacting the golden age center in the form of an invitation to attend. The recording secretary would keep an accurate account of the proceedings of each of the unit meetings.

Thus while meeting the needs and interests of the membership there will be concomitant learning.

Prime in importance is the sense of respon-

sibility toward the less fortunate. At the end of each five weeks of preparation, a scheduled concert or a performance will be brought to some underprivileged group, such as the orphans, hospitalized service men, welfare homes, and the aforementioned golden aged group.

Listed below are some of the atypical programs: Orphans, a Walt Disney Production; Service Men, Camp and Campus Program; Welfare Homes, Music of Other Days and Other Lands; Golden Age Group, Victor Herbert Melodies.

McKown<sup>1</sup> claims that the music club organization brings a certain interest, morale, and dignity that is not found in a regular class in music. Moreover its activities help to increase the naturalness and attractiveness of the group.

It is recommended that the music club present before the school assembly a program twice a year, or once each term. One of these might well be the bones, banjo, and burnt cork type and the other "Sunny South." For these two latter the Silver Burdett production will prove most helpful.

It is sincerely hoped that the wise old philosopher did not have this club and its activities in mind when he said "Not only is he idle who does nothing, but he who might be better employed."

Having allowed a four week interval to elapse between each presentation, the programs should represent a high degree of competency on the part of the participants.

In motivating student interest in music, in developing music abilities, setting standards for performance, in developing school morale, and in making the outside organizations school music conscious, these programs have some educative value. It must be realized that this activity must contribute either to the life of the student by changing habits or by providing some useful stock of concepts and knowledge more or less common to all the population. The goal of music training should be that of the development of increased sensitiveness to good music, and a greater appreciation and understanding of different kinds of music rather than make finished producers of music. That is the reason for including in the above programs so much of the recorded type.

<sup>1</sup> Harry C. McKown, *Extracurricular Activities*, New York: The Macmillan Company, 1937, Page 221.

# ASSEMBLY PROGRAMS

## for March

Singing birds and howling winds announce that March is here. Mother Nature sets the stage with spring flowers and green carpets. Bryant wrote:

"There's dance of leaves in the aspen bower,  
There's a titter of winds in the beechen tree,  
There's a smile on the moon and a smile on  
the flower,  
And a laugh from the brook that runs to  
the sea."

The school hums with activities! Baseball, track, proms, and festivals are on the agenda. All programs require long range planning and effective rehearsals. School assemblies that come from students' experiences are educational and stimulating. Aristotle names the place from which subjects are found, as the *topoi*. However, the best place to find material for the assembly programs is the classroom and the experiences of students. Programs that grow from department units and activities arouse interest and create unity. It starts in the classroom!

Three factors create assembly atmosphere. These effective forces enable any organization to perform certain kinds of work or help to attain a definite result in the production. Thus, the successful school assembly is a triangular affair. The audience, the participants, and the program form sides of a triangle. The audience is the base. The apex points to better citizenship.

The following questions have been submitted: How can wholesome atmosphere be measured? How can it be attained? What can be done when students refuse to participate? What should be done when regimental discipline is necessary? The answer is found in the improvement of school atmosphere in every classroom.

### Creating Ozone in Assembly Atmosphere

Creating ozone in assembly atmosphere is the aim of modern education. Scientifically, ozone is the pure refreshing part of the atmosphere. In school atmosphere, the ozone is the degree of unified spirit, fostered through the guidance and development of wholesome attitudes in healthy, enthusiastic, young Americans. When a superior degree of ozone is created in school atmosphere, problems are solved by cooperation.

Assembly atmosphere is the sum-total environment, composed of the physical, social, intellectual, and spiritual conditions existing in the school. This atmosphere not only produces a distinct impression upon pupils but exerts a

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definite influence upon the state of mind, habits of work, and viewpoints of every member in the school.

A few decades ago, the principal aim in education was the accumulation of knowledge. The mind was a storehouse for facts. The boundaries of countries, their capitals, the metric system, naming presidents in order, and myriads of facts were learned before the pupil could "pass." A good performance was a memory exercise.

Modern educational philosophy contends that the mind is the superior factor in the adjustment of the individual. The child learns to adjust to his physical and social environment through training in behavior.

Modern psychologists maintain that the best evidence of an educated person is proper conduct and behavior. Modern education endeavors to provide experiences which build a foundation of proper behavior patterns. These patterns make children act intelligently and know the reasons for such actions. In acquiring this knowledge, the child is guided in worthwhile activities, contributing to his happiness and welfare, by using his skills. The child learns how to act and adjust to members of his social group. He is willing to contribute toward the welfare of others. He wishes to do his part. This is the American way.

The ideal assembly set-up fosters a whole-hearted, unified school spirit. Misguided, this spirit can become the destructive, unAmerican rowdyism. It is sometimes climaxed in conflicts of pupils versus teacher with the desk as the line of demarcation. Occasionally, this destructive spirit is manifested by heckling and booing in an audience. On the other extreme, the atmosphere becomes tense and jittery. Teasing (participants) is executed afterwards. The atmosphere in such a school is distressing, depressing and demoralizing but not hopeless.

Evidences of ozone in school are numerous. Five factors indicate the intensity:

- (1) Attention and superiority in the art of listening.
- (2) Cooperation and conception of group consciousness.



(3) Toleration and respect for each individual as well as self esteem.

(4) Motivation in practice and effort.

(5) Pride in performance but humility in achievement.

#### Attention and Superiority in Listening

The assembly presents a two-way experience. Every member is alternately: speaker and listener, or producer and writer. One over-all rule applies to every situation—the "Golden Rule:" Speak as you would have others speak to you. Listen as you would like others to listen to you. A radio placed back stage and hooked up with the public address system eliminates back stage noise.

Every action and speech is judged by its effect on an individual. Aristotle's "Rhetoric" states that: "Each single item in speech is to be judged by its effect upon the soul."

Attention, considered as the first step in learning, is the direct focusing of the mind on the present happening or object: it involves good listening habits. This listening must be done with eyes, face, ears, and body. Normal behavior patterns are in the spirit of sharing. When an individual speaks, he shares his knowledge and experience with the audience. Nothing else inspires an individual as much as attentive listeners.

The focusing of attention on a well-defined program, problem, or unit pays big dividends in interest and improvement; such units present a combination of utilitarian and aesthetic values imperative in modern education.

#### Cooperation and Group Consciousness

Organization of a lesson or program into units demands pupil-teacher planning. Such procedure insures success, remedies self consciousness, controls aggressiveness, and leads to group cooperation. Whether on a football field, on the stage, or in the classroom, team work counts. The rules of good sportsmanship apply to life situations. The grandstander or show-off meets the same disapproval on the stage or in the classroom as he does on the ballfield.

When a pupil feels that everyone wants him to succeed, it is easier to recite. When he makes a worthy contribution, proper school spirit prevails. Students want to help each other. The group teaches itself, and the sponsor or teacher guides with the lamp of learning.

#### Toleration, Respect, and Self-esteem

Criticism will build or tear down a child's belief in himself. Then he makes the group suffer as his own spirit suffers; but the majority of the students grow mentally and improve through critical appreciation.

The spirit of tolerance is one of the "Four Freedoms" expressed by Franklin Delano Roosevelt. Tolerance includes religious beliefs, practices, opinions, and habits differing from one's own. Tolerance is knowing that there are many ways to accomplish goals. It means going to the same place but by the use of different paths. Teachers need to guide students against being dogmatic and dictatorial. Thus the assembly and classroom situations foster growth in understanding and create desirable attitudes in social relationships.

In a school where every member shares his thoughts and knowledge, differences in opinions are respected; pupils inspire each other. The result is motivation to do one's best, whether it is participation in a program or in class recitation.

#### Motivation in Practice and Effort

In the classroom workshop are the tools: try, practice and think. The development of the utilitarian skills for improvement of democratic

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living, the language skills for improvement in speaking, listening, writing, and reading demand varied instructional procedure and activities. Worthwhile learning experiences must be provided. The assembly program is only one of these situations.

Outcomes should be frequently summarized and evaluated. When superior ozone prevails in school atmosphere, improvement is evident in performance.

The physical setting in the assembly includes the size, the lighting, seating, and stage. Arrangement is best when the school can assemble as one compact group and the classroom discussion can be carried on in buzz groups arranged in circle formation.

The personalities of the students and teachers make up the social, spiritual, and intellectual conditions in the atmosphere. The family backgrounds, home environments, prejudices, hobbies, and previous education present problems in individual differences and personalities. Understanding these problems makes guidance easier and produces greater degrees of ozone.

The most important element in creating unity depends on the teachers. Attitudes, the spirit of cooperation, and responses reflect the philosophy and wisdom of teachers. Like a mirror, a group responds to the disposition of the instructor.

#### **Guiding Factors in Creating Ozone**

1. Constantly stress the use of original ideas.
2. Give assignments in units which require thinking and the expression of originality.
3. Inspire the students by discovering their interests and talents.
4. Criticize the positive, appreciate the efforts, and understand the weaknesses.
5. Keep the group moving on schedule.
6. Give credit for worthy effort, no matter how poor, if it is the best according to ability. Effort includes listening, attitudes, and cooperation.

These suggestions are advocated by Dr. E. C. Buehler of the University of Kansas.

#### **Procedure in Creating Ozone**

The guide for creating ozone in school spirit is unchartable. Problems must be worked out by the pupils and sponsors. Each lesson must be planned as an important venture in a unit. Storytelling, conversation, oral reading, community and social problems foster school unity. These units present and combine the utilitarian and aesthetic values needed in modern procedure.

The uninformed teacher remarks, "I can't teach by the unit method; I use textbook assignments." This teacher does not know that modern textbooks are written around definite theses.

Unit is the term used for chapter, section, or topical outline. Unit is as necessary to modern procedure as the family is to the nation.

Teen-agers prefer adventure, and demand the reason or functional approach to learning. They want to know the immediate need for learning. This is supplied in the unit. The success of the 4-H Club projects gives evidence to the organization of well-written units presented in club manuals.

Differences in abilities, intelligence, experience, and environment demand the use of well-planned units. Unit procedure, pupil and sponsor planned, supplies the answer to modern problems for creating the ozone in wholesome school atmosphere.

#### **TELEPHONE ASSEMBLY**

**Social Science and Science Departments**

**Suggested Scripture: I Corinthians 7:20-23**

The birthday of Alexander Graham Bell, inventor of the telephone, gives inspiration for an assembly program on March 3. The biography of Bell tells how he triumphed over hardships. This can be dramatized. A simple demonstration of how the telephone works is also good material.

A visit to the local telephone company will prove to be valuable. Booklets: "The Voice

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With a Smile" and "How to Make Friends by Telephone" are available. These can form the nucleus for skits.

Telephone types, characterizing persons, can be presented as humorous numbers. The reciter, the shouter, the gusher, and the grouch are typical.

A film "Telephone Courtesy" is loaned to schools by the Bell Telephone Company. A speaker can be secured from that organization, too. Humorous declamations by J. L. Harbour and Mable Hutchings are entertaining. "Line Busy" is a comic reading characterizing seven women at the telephone.

If the wrong way to telephone is shown, the right way should be emphasized and the wrongdoer receive a just punishment. The telephone company also has records of persons who have done heroic deeds. The heroism is good dramatic material for presentation.

A girl with golden voice should be the emcee for this assembly. A quiz program can be prepared by the science class. Facts about the telephone can be given as a panel discussion.

Old and new telephones can be shown. The group can name committees and brief talks be given showing how telephones have contributed to America's progress.

A demonstration on how the hearing aid works should be included in this assembly. Bell's inspiration for the invention of the telephone came through helping those with defective hearing. Dr. McKown's book "Fools and Foolishness" contains the story.

Telephone manners or making friends by telephone will be a good subject for the group to use as a creative unit presented as a socio-drama.

Junior high school students especially enjoy the telephone or "Number, Please!" assembly. A novel way to introduce numbers is a boy calling central. He asks for numbers on the program.

### **TRAVEL ASSEMBLY**

#### **Student Council**

#### **Suggested Scripture: Psalm 8**

Travel lifts horizons, inspires, and instructs. The school audience will appreciate this theme. Sometimes there is a tendency to lengthen the time. Then it becomes necessary to present part of the numbers at a later date. Good timing is a requisite.

The sponsor of the assembly committee is chairman. She arranges for rehearsals, finds sources for necessary supplies, and appoints student committees.

"Far Away Places" was the theme of an Enid High School assembly program under sponsorship of the Student Council. The director was Miss

Ruth Moore, who was assisted by the assembly committee. This committee is composed of two English teachers, a physical education instructor, and the speech teacher.

The emcee was Dick McKnight who introduced the theme. He presented three foreign-born students from England, Ireland, and Hungary. These students led the group in the Salute to the Flag.

A symposium was presented by three students who traveled in Europe. Victor Hays had traveled in France. He described his impressions and Mary Deel sang a French song. When Sally Caldwell told of Holland, and Italy, the Girls' Glee Club presented an Italian street song. Dick Geis spoke of Spain and Germany. He attended Shakespearean plays at Heidelberg Castle. A tango dance delighted the audience.

Ann White, a student from Mexico sang several Mexican songs in honor of South American nations.

Then Uncle Sam took over. A humorous skit showed the human Ford in pantomime. The boys who traveled over western states gave brief talks. The sound effects of the Ford were amplified by a hidden microphone off-stage.

Elizabeth Marshall, a senior, told about her five-weeks' attendance at Northwestern University at Evanston, Illinois. La Vena Park, Governor of Oklahoma Girls' State, told about her trip to Washington, D. C. These girls gave their presentation in the form of a letter-writing skit.

If no student has traveled in foreign lands, a travel assembly is easily arranged by creative students.

Musical readings, similar to "America for Me," make good numbers. Fred Emerson has written a fine study of eight dialects; foreigners give their impressions of the Statue of Liberty as they enter New York Harbor.

Humorous sketches in dialect, and choral readings are always appreciated. "Crossing the Divide" is a good scene. Travelers from parts of the United States are in the observation car. The passengers comment on the scenery.

Mark Twain has written several humorous readings about traveling. Cuttings from "A Connecticut Yankee at King Arthur's Court" are available. "Bill Finger, Paris Guide" is another. A girl's trip to Washington is another one that is different from the old slapstick comedy type of declamation.

Songs and folks dances can furnish action and novelty for a travel assembly that is different.

### **ST. PATRICK'S DAY ASSEMBLY**

#### **Student Council**

#### **Suggested Scripture: Psalm 132:7-9**

Leprechauns, folk dances, and songs show the



customs of Ireland. Short talks on the Blarney Stone and shamrocks are interesting material.

The purpose of this assembly is to create appreciation of Irish culture that has contributed to America's progress. Students with Irish names are the honored guests. A parade across the stage is sometimes used.

Irish songs are classified into sentimental and lively tunes. "Wearin' of the Green," "Mother Machree," and "Irish Lullaby" are examples. Irish jigs and folk dances similar to "Irish Washer Woman" and "Waves of Tory" are fun for all participants.

Students who have lived in Ireland may be interviewed. Pictures of Ireland may be used and a guest speaker will prove to be educational. A faculty assembly of this type is the delight of the audience.

"Casey at the Bat" and "Casey's Revenge" never grow tiresome when presented by an enthusiastic reader.

Duets, quartettes, and folk dances are numbers teachers enjoy. List those who have the gift of "gab." Readings about characterizing the Irish are easy to do. Irish jokes are enjoyed. Members can pantomime, "Kathleen Mavourneen." Irish folk tales and poems written by Padriac Colum may be found in public libraries.

"Shure and we know y'll enjoy yer program and the wearin' of the green!"

#### DRAMA ASSEMBLY

##### Drama Club or Speech Department

Suggested Scriptures: II Samuel 6:5

Drama has proved to be one of the oldest arts. Traditional patterns are breaking down as television, the newest form, is influencing the lives of millions of Americans. Drama has a vital place in the school curriculum. The students gain in personal development, self esteem, and social adjustments.

The theme for the drama assembly can be "Let's look at drama." The first of the dramatic art to be presented is the **Speech** phase. Symbols used are horns or microphones. Early Greek scenes can show Aristotle or Socrates talking to students. An Egyptian slave scene can also be used. Perhaps the committee may select a good reader to read parts of the "Sermon on the Mount," for representing the Speech art. Spotlights are used to create atmosphere.

Dance is the second form of drama. Indian or Greek dancers can show this phase. A narrator tells how rhythmic movements give emphasis to the spoken work. Gestures and pantomime can be demonstrated in this part of the program. Even a short illustration type is good.

Music is the third phase. Such symbols as the

lyre or flute are used. A group of carolers or a quartette may be introduced after the narrator has told briefly how man invented musical instruments.

A scroll of papyrus is the next symbol. An ancient monk writes with a stylus. The narrator tells how writing began. He outlines the reasons for language.

Literature is the next art signified by a book and the lamp of learning. Scenes from a simple Greek play or a shepherd boy telling a story to children can show how literature developed.

Then Thespis, writer of tragedy, can be presented. He has the two masks, "Comedy" and "Tragedy." If the assembly is planned to be more than 30 minutes, a scene from a modern play can be presented.

A small miniature stage set can represent the theater movement. Theater gives a short speech telling about the history of the miracle and mystery plays.

Pupils are creative at writing words to music or victrola records are available. These are presented to add variety or continuity.

Demonstrations can be used showing stage geography. Twelve students show various positions on the stage. Each one carries a 12" by 12" card naming his respective position.

Some simple stage rules may be demonstrated. Showing emphasis in a few positions, giving a few terms in stage terminology, and a short demonstration on stage make-up are appreciated.

An entire program can be given on the appreciation of pantomime. The program can start with a demonstration of stage positions. Then fundamental principles concerning posture, walking, and sitting can be shown. Characterizations are also entertaining. The climax of the program is presentation of a good pantomime with a simple plot. One of the most enjoyable is "Wild Nell, Pet of the Plains." It is full of amusing action and presents a burlesque of the old type motion picture. "Lorna Loone's Fate" is another enjoyable one.

#### MATERIALS FOR MARCH ASSEMBLIES

Musical Readings "America for Me" by Van Dyke-Paine Publishing Company, Dayton, Ohio.

"Seeing and Hearing American," by Sutton, is available at the Expression Company, Boston, Massachusetts.

Readings available: Edna Means Dramatic Service, Tama, Iowa.

American Red Cross: For information write John S. Renwick, Director of Public Information, 315 Lexington Avenue, New York 16.

National 4-H Club Week materials are available by writing U. S. Department of Agriculture, Extension Service, Washington 25, D. C.

Camp Fire Girls' Birthday Week, March 14 to 20, Department of Public Relations, Camp Fire Girls, Inc., 16 East 48 Street, New York 17.

Humorous declamations on the telephone are available at the Wetmore Declamation Bureau, Sioux City 20, Iowa.

Drama and pantomime techniques are found in "The Stage and the School" by Ommanney published by McGraw Hill Book Company, New York.

## What You Need

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### MAPSTRIPS

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### A BOOK OF GAMES

The Book of Games for Boys and Girls outlines the psychology and importance of play for youngsters and tells teachers, parents and recreation leaders how to lead play even in limited space and with little or no equipment. Games for various occasions are described with adaptations for indoors and outdoors, gymnasium, or playgrounds. The art of developing organized play is outlined, and the leader is given advice for gaining the cooperation of children. Illustrated with line drawings. By Evelyne Borst; \$3.50; A. S. Barnes & Co., 232 Madison Ave., New York 16.

### FOLKLORE CHART

Every teacher will want to get a copy of the John Duke McKee Map of American Folklore and Legend for 50c from Dr. Elizabeth Pilant, Executive Secretary, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana. Map portrays, in vivid color, such characters as Jean Lafitte, Buffalo Bill, Captain Kidd, Jim Bowie, General Custer, Calamity Jane, and such legends as Evangeline, Pecos Bill, the Jumping Frog, Uncle Remus, Paul Bunyan, Rip Van Winkle, and many others.—Montana Education

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# News Notes and Comments

## Boy Scout Anniversary

The Boy Scouts of America, now numbering more than 3,300,000 boys and adult leaders will observe the 44th birthday of the organization during Boy Scout Week, February 7 to 13.

Boy Scout Week will highlight the "Forward On Liberty's Team" theme which seeks to produce a greater functioning manpower and provide a higher quality program for its ever-increasing boy membership.



Boy Scout Week observances this year in every city and town and most villages and hamlets throughout the nation will provide opportunities for Scouts, their parents, local institutions, and the nation to pay tribute to the leaders of the 89,000 Units for the contribution they are making to the boyhood of America.

Since the Boy Scouts of America were incorporated in Washington, D. C. on February 8, 1910 there have been more than 21,000,000 boys and leaders enrolled in the organization.

Sunday, February 7 will be observed in churches and synagogues as "Boy Scout Sunday." Scouts and leaders will attend services in uniform. In thousands of elementary, Junior High and High Schools, Boy Scout Week will be marked at school assemblies. Flag ceremonies and stunts put on by Cub Scouts, exhibits of Boy Scout handicraft, and demonstrations of Scout skills and talks by boys themselves will bring the thrills of Scouting to the attention of their classmates.—Boy Scouts of America, 2 Park Avenue, New York 16, N. Y.

## School Paper Celebrates Silver Anniversary

"The Magnavox," official publication of the DuQuoin Township High School, DuQuoin, Illinois, is celebrating its silver anniversary this year. "The Magnavox" has been published continuously for the past twenty-five years, although it was originated in 1922. This paper, which is prepared by students of the high school has had three sponsors. They are Don Lewis, D. W. Hortin, and P. J. Notoras. The latter is sponsor at the present time. Mr. Hortin is well

known in educational circles; he has contributed many articles to "School Activities" Magazine.

## German Club Compiles Recipe Book

The German Club of the Arsenal Technical High School, Indianapolis, Indiana, has compiled a Christmas Recipe Book. Recipes of Christmas specialties all over the World are included. Contributions were received from parents, grandparents, and other relatives of students from European countries. Some of the unusual recipes included in the booklet are Pfeffernuesse, Schnickerdoodles, Zimmet Stern, Springerlie, and Steinerlie. One of the chief problems in compiling the book was in changing the measurements from grams to spoonfuls and cupfuls. The books were printed in the school shop and sell for twenty-five cents.

## Three Keys To Success

What makes a yearbook a success? Jeanne Malcom Butcher, in an article in "Photolith" suggests three important criteria:

An eye-catching cover—a book containing everyone's picture—a complete record of the year—these factors will give you the basis for a good yearbook. Add one generous portion of your staff's originality and you have the formula for a successful publication.

## School Newspaper Competition Begins

The 32nd annual State Journalism competition for state high school newspapers opened November 1 and continues through April 1, Dr. P. I. Reed, director of the West Virginia University School of Journalism, announced recently.

Entry forms and instruction pertaining to the competition, held under the direction of the School of Journalism, have reached high schools. He urged that school editors and teacher-advisers not receiving the forms, request them from the school.

Almost 100 high school newspapers entered last year, and interest is again expected to be high. Entries are graded on the basis of 12 characteristics, each valued at 100 percent. Competition is against recognized class standards, rather than other papers entered.—West Virginia School Journal

## A "Sportsmanship Indicator" Rates Fans

A "Sportsmanship Indicator" in the form of an electrically operated thermometer hangs on the wall of the gymnasium at the high school in



Lamar, Missouri. It is used to record the degree of sportsmanship displayed by the players, coaches and spectators at all home basketball games, with degrees of POOR, FAIR, GOOD, FINE, and SUPER-FINE.

The degree of sportsmanship may be changed at the end of each quarter after a conference with officials, scorekeepers, and coaches and the "Indicator" is lighted to the desired degree. The reading at the end of game is used at the start of the next home contest.

Produced by the industrial arts students at a low cost, the 4 x 9 ft. plywood "Sportsmanship Indicator" has had a very good effect on both home and visiting fans, according to L. C. Billingsley, basketball coach. Further information may be obtained by writing to Mr. T. R. Windes, Supt. of Schools, Lamar, Missouri.—The Coach

#### Basketball Film Available

A new basketball film, "The Winning Way," produced by the Phillips Petroleum Company is available to schools on a loan basis. The film may be secured from Advertising Department, Phillips Petroleum Company, Bartlesville, Oklahoma.—Nebraska School Activities Bulletin

#### Junior High Handbook

The school department in Pittsfield, Massachusetts, furnishes each junior high school student with a new handbook to aid him in becoming oriented to the new school environment. The 46-page booklet contains floor plans, list of faculty, tardiness and attendance regulations, instructions for use of the library, and systems of bus transportation.

In addition to information concerning the plant and facilities, the plan of marking and promotion is explained, and disciplinary methods, guidance services, and make-up of work lost through absence are discussed.—The Massachusetts Teacher

#### 1953 Student Council Yearbook Ready

The 1953 Student Council Yearbook of the National Association of Student Councils is being distributed to member schools. The Yearbook contains conference reports, questionnaire summaries, an extensive bibliography on student council articles, and directories of delegates, state associations of student councils, and school members of the NASC. Non-members may have the Yearbook at \$1.50 per copy. Write National Association of Student Councils, 1201 Sixteenth Street, N. W., Washington 6, D. C.—Ohio Schools

#### Students Collect Clothing

Students of the Hershey Public Schools, Hershey, Nebraska, have collected 1,427 pounds of clothing to be sent to needy people in the U.S. and overseas.

The Student Council, under the leadership of Fred Haist, was in charge of the drive. The 7th and 8th grades won the competitive contest, with the 2nd and 3rd grades close behind, reports Supt. Howard D. Bruner.

"Last year our school collected over 2,000 pounds and led all of the schools of our size in the state," writes Supt. Bruner. "Our collections again this year should rank us very high."—Nebraska Education News

#### TV Suggestion

The TV-Radio Workshop of the Ford Foundation which initiated **Omnibus** last year has announced the program will be on TV again this year.

**Omnibus** proved to be one of the most popular TV programs ever put on the air. It is a 90-minute program designed for the whole family's listening.—Minnesota Journal of Education



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## **SPONSOR HIGH SCHOOL LATIN CONTEST**

On a week-end the head of the foreign language department, Miss King, received a telephone call from a member of a committee which made the arrangements for the district and state Latin contests. The teacher whose school was to have played host to the district contest, to be held on a Saturday two weeks hence, was unable to carry out the plans as originally made. Consequently, the committee member was making the frantic call to our Miss King to ask our school to serve as host to this event.

Miss King agreed to do this; and on Monday she and I began making plans. We realized that taking care of the correspondence, arranging for proctors and correctors of tests, making arrangements for school facilities, and off-campus reservations for a luncheon for fifty to seventy people, etc. meant assigning programs, song sheets, menus, decorating schemes, and other entertaining details to someone else.

The students in our seven Latin classes were interested in this event (there had been scholarship winners from our school), and it was to our classes that we turned in our need for help.

I announced to the members of my three freshman classes that we had been called on to play host to the district Latin contest and that anyone interested in helping to plan and work on decorations would be welcome in my room during ninth period. (During ninth period no classes met. This time was used for clubs, make-up work, help to students who wanted it, etc. Teachers had to stay that period; students didn't.) About nine girls came in ready to work and bubbling with ideas for programs, menus, song sheets, and table decorations.

They ordered the necessary mimeographing services from the high school business department, purchased the materials with which to work, and spent many free periods working in order to finish by the two-week deadline. The results were original, aesthetically pleasing, and worthy of the compliments from our guests. On the day of the contest the girls enlisted the help of four boys who worked with them at the church where lunch was to be served.

Students from Miss King's second, third, and fourth year classes served as greeters and guides on the day of the contest. A group from the Latin club arranged a program and planned

afternoon entertainment for the student visitors who had to wait while teachers scored the contest papers.

Miss King and I met occasionally with these workers throughout the two-week period.

The day of the contest all went smoothly. Miss King and I worked until after six that night. We felt we had done our part for the state Latin contest committee! But we knew our students had successfully done all the little things which made the day a memorable one for our student visitors and a pleasant one for our teacher guests.—Virginia Boswell, Redford Union High School, Detroit, Michigan

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## **A WORKING STUDENT CONGRESS**

As it is my responsibility to sponsor the Student Congress in our school, I was both interested and intrigued by your article in the September issue of "School Activities." In that article, on the editorial page, you asked for a convincing article on a successful student council. I am ready to say our student group is working hard to attain what we think is success.

Our Congress meets once a week at a stated time and place. We have the privilege of calling at least two extra meetings a week, but my theory is to make use of the regular time and succeed in completing those plans. We have four officers, President, Vice-President, Secretary, and Treasurer. We make use of each officer. The President has complete charge of every meeting. The Vice-President is in charge of all committees—there are five of these groups. The Secretary must get notices out to the student body at the end of each meeting. The Treasurer is busy at all times as we do many things to raise funds for needed things at school. Last year we raised funds to purchase all the hats and emblems for our eighty piece band. This year we will concentrate on an electric signboard for our gymnasium for our fund raising campaign.

However, raising money is not our main job. At present, we are working on a Point-Honor system for the entire school. You can see that is something for lengthy discussion. We want the non-athletic student to get the privilege of wearing a school letter and yet take care of that excellent athlete. We hope to come to a working conclusion on that project by the end of the first semester.

Going back to those five working groups. We have (1) Citizenship; (2) Recreation; (3) Auditorium; (4) Money Drives; and (5) Publicity. Under the chairman of each group there are five members. They are assigned to make their plans, carry out useful suggestions, and set a goal for them to accomplish. For example: The committee on Money Drives explains the reason for the Red Cross, Community Chest, Heart Fund, and other drives throughout the year. They draw posters to illustrate their drives, make contests in home rooms, and in many other ways stimulate their drives.

The Auditorium Committee takes care of all announcements in the auditorium, helps with stage properties, and is responsible for advertising all programs featured each week in our assembly program.

In our school, we have a recreation room called "Harmony Haven." The Recreation Committee has complete charge of this room. They schedule parties, decide what nights it is to be open, obtain chaperons for the parties and get all needed materials such as games and records. The Citizenship Committee is working with the dean of boys to study ways to relieve congestion in the halls and cafeteria, cleanliness in the building and grounds, checking on the actions of the students in the library and classroom and treatment of school owned property.


The Publicity Committee makes all announcements in the daily school bulletin, writes articles for the newspaper, takes charge of ticket campaigns for school productions, and keeps the school informed about all activities.

In our regular meetings, we make reports of these committees; we discuss how to improve on some suggestions; we compliment the success of some groups and **WE CARRY THROUGH OUR PLANS**. We welcome any suggestions from the student body or faculty. We believe that active participation in these diversified groups gives each member a real opportunity to be a good school citizen which will later make him a good world citizen. We know we have a hard working student congress and our success is the spontaneous desire to **ACCOMPLISH OUR JOB!**—Marian A. Littig, Sponsor, Calvin Coolidge Junior High School, Moline, Illinois

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## ORGANIZATION OF A CONSERVATION CLUB

While teaching conservation at Ontonagon High School, I hit upon the idea of organizing a club within the class. I felt that such a club would stimulate interest in conservation study. It was very satisfying to observe the added interest in the study after the club was once organized.

The club was organized entirely on the basis of democratic procedure. Club members nominated and elected club officers, and also delegated various committees to serve initial club functions. For example, a committee was delegated to draw up a club constitution and then each provision of the constitution was either sustained, revised, or eliminated by vote of the majority.

A club name and club motto also were adopted in the same manner.

I think the most interesting and worthwhile function of the club was the acquisition of a tract of land for the purpose of a school forest. The school had tried for several years to obtain property for this purpose, but was never successful.

Club members thought the school should have a school forest, and so a committee was delegated to meet with officials of the local paper mill, who owned a great deal of property in Ontonagon, to talk about the problem and to see if they would be willing to donate a number of acres of cut-over land to the school for this purpose.

The students visited the mill three times before an interview was finally obtained with the president, but the meeting resulted in the granting of 160 acres of cut-over land to the school, and this area is only four miles from the school. Needless to say, the superintendent was quite elated over the grant, and it wasn't long before a reporter from the local paper wanted a story and pictures from the committee on the activities that took place. I acted only in an advisory capacity during the entire transaction, and I certainly had to compliment the students on their tact and ability in working with the problem.

Another worthwhile function which the club took upon itself was the arrangement of a program in keeping with "National Wildlife Week." Members wrote letters to the Marquette, and Baraga Conservation Departments to obtain a speaker and a film for a two-hour program in the school assembly. Arrangements had to be made with the principal for use of the assembly during that night, and fortunately the students met success in all areas. News of this program had to be promulgated and so the club reporter wrote an article which appeared in the local paper.

The Educational Consultant of the Conservation Department for the Upper Peninsula, came



up from Marquette on that evening, and gave a very interesting talk on the "Prairie Chicken," which was the symbol for "National Wildlife Week." A technicolor film was also shown. The students made all arrangements and assumed all responsibility for that program. They fully deserved all the credit I gave them for the success of the program.

Another very worthwhile function of the club was a play put on by a few members during the deer hunting season. It was presented for the benefit of the entire high school. The act portrayed the right and wrong things to do during the hunting season and especially in the woods. Students wrote their own script and developed their own acts. It was well received by the entire student body.—John S. Barda, Ontonagon High, Ontonagon, Michigan

### PORTABLE INDOOR RUNNING TRACK

On the movie screen, Fred Astaire was going through one of his complicated dance routines. Suddenly, the floor beneath him began to slide away. As he continued his steps I lost interest in the music, in the picture, and in the dance itself. I not only had an evening's entertainment from this movie; but also realized a solution to a long-standing problem in training runners.



For a number of years I have been working on the theory that there should be some opportunity to train track men and give instruction in running when indoor facilities were not available. Even when track facilities are available, the problem of how to teach properly is still unsolved. One of the best methods of teaching proper running form is to run with the pupil, instructing him along the way. This is pretty hard on the coach, though, especially if he has a large group to teach.

So, having observed Fred Astaire on his moving floor, the thought struck me, "why not train athletes on a moving belt?" This would permit the coach to stand at the runner's side and observe any portion of his form in close detail.

After much calculation and some actual test-

ing on makeshift devices, I approached the conveyor engineers of Barber-Greene Company, in nearby Aurora, Illinois. The design which emerged from our several conferences looks like it will provide an excellent answer to this problem of runner training.

The machine consists of a running platform 12 feet long, and 24 inches wide, placed 18 inches from the floor level. A flat rubber belt, on which a white center stripe is painted, runs over a heavy, flat metal plate. The driving pulley is connected, by means of a flexible coupling, to a 3HP variable speed electric motor. We employ the U.S. Motors "Varidrive" unit which gives an infinite belt speed range 194 to 1,320 feet per minute. Translated into "quarter seconds" this gives an approximate range from a 60 second quarter-mile pace to a very slow walk. The infinite range of speeds between these extremes permits the runner to practice at any pace he chooses.

The motor is equipped with a two push-button speed control, and a special speedometer which shows the belt speed. By reference to a single chart, and use of a stop watch, distance travelled can also be computed. Once the motor is started, the "Faster" control gradually speeds up the belt. As soon as the desired speed is attained, the button is released and the speed will remain constant until further increased, or decreased by pressing the "Slower" button.

The "Indoor Track Trainer" should not be confused with a treadmill, where the runner's momentum is required to operate the moving platform. Our unit much more nearly simulates the actual track conditions.

Several protection devices are being added to our set-up including a net at the rear of the runner to prevent accidents in case he stumbles, and handrails to assist the runner in mounting and leaving the machine in motion.

As I see it, the value of the "Indoor Track Trainer" is threefold:

1. Teaching middle distance and distance runners, the value of pacing and to develop endurance.

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2. Teaching beginners the proper running form by enabling the coach to be constantly at the side of the runner to give instruction.
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Just as an illustration of these advantages, I recall that almost as soon as we put our Track Trainer to work, we discovered that one of our runners was "toeing-in" as he ran, covering perhaps as much as 8 or 10 extra yards in every mile. By observing him closely and giving him corrective instructions, we were able to improve his performance a great deal.

As the adjunct to coaching, either indoors or out, it will, I am sure, be of great assistance in the development of running form, allowing as it does the coach to be at the side of the runner thru every stride of the workout.—Gilman W. Hertz, Varsity Basketball and Tennis Coach, Northern Illinois State Teachers College, DeKalb, Illinois

#### HELPING CHILDREN WHO ARE LESS FORTUNATE

Two hundred seventy-one Junior Red Cross gift boxes were filled by Lawrence Junior High School, Lawrence, Kansas, students for less fortunate children at home and in foreign countries. This is an increase of 238 over the number of boxes filled by junior high students last year and 71 more than the goal set this year for all of the schools in Douglas County.

The gift packages contain soap, washcloth, paper pads, pencils, toothbrush, toothpaste, handkerchief, comb, and at least one toy.

Mrs. Stanley Hipp, executive secretary of the Douglas County Red Cross chapter, said that the boxes are sent to children in Korea, Japan, Greece, India, Italy, Central America, Holland, Germany, Austria, France, Yugoslavia, other foreign countries, and to rural areas in the United States where the need arises.

Members of the Lawrence Junior High School Student Council Service Committee that sponsored the Christmas gift packages are Doris Evans, chairman, Ruth Bramble, Dorothy Wheeler, Fred Adamson, and Mike Stewart.

The project gathered momentum when the 7E Homeroom taught by Charles S. Gordon, who is also a sponsor of the Student Council, challenged George Chaney's 7B Homeroom to a contest to determine which of the two groups could fill the greater number of boxes.

For several days rumors were heard regarding the number of boxes that were being filled.

Then an iron curtain clanged down, and questions brought responses that could not be verified. The contest closed with a tie, each of the two groups filling 32 boxes.

Enthusiasm generated in the two seventh-grade homerooms was contagious, and Student Council representatives who had checked out one or two boxes for their homerooms to fill returned for more. The supply of boxes on hand in the Douglas County Red Cross office was soon exhausted, and Mrs. Hipp borrowed a hundred from the Topeka office until an additional shipment could be received from the area office in St. Louis.

The efforts of junior high students to help less fortunate children to have a much richer Christmas than they could otherwise have exemplifies the fact that Christmas means much more than the receiving of gifts. Such wholehearted participation in filling the Red Cross gift boxes is evidence of the belief that students are recognizing all peoples of the world as their equals and neighbors. It is a tangible manifestation of the truly great spirit of Christmas that exists in the hearts of the girls and boys in the Lawrence Junior High School.—Frieda Cowles, Sponsor, Student Council, Lawrence Junior High School, Lawrence, Kansas

## Comedy Cues

### Spontaneous Combustion

The physics prof called on one of his students to list some of the peculiarities of heat and cold.

"Things expand in heat and contract in cold," the student answered brightly.

"Give an example."

"In summer," said the student, "the days are long and in winter they are short."

### The Tooth of the Matter

The old man was down on his hands and knees, creeping about under the seats in the movie house and mumbling to himself.

Suddenly there was a hushed scream and a woman's voice cried: "Pardon me, sir, what are you doing down there?"

"I'm sorry," was the reply, "I'm looking for a caramel."

"A caramel? Why go to all that trouble for a caramel?"

"It's not the caramel. My teeth are in it."

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